## 2018–2019 School Transformation Fund - Planning

| | | | |
|---|---|---|---|
| **Program authority:** | P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement | | **FOR TEA USE ONLY** Write NOGA ID here: |
| **Grant Period:** | July 9, 2018 to May 31, 2019 | | |
| **Application deadline:** | 5:00 p.m. Central Time, May 29, 2018 | | Place date stamp here |
| **Submittal information:** | Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | | *RECEIVED TEXAS EDUCATION AGENCY 2018 MAY 22 AM 11: 55 DOCUMENT CONTROL CENTER* |
| **Contact information:** | Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617 | | |

### Schedule #1—General Information

#### Part 1: Applicant Information

| Organization name | County-District # | Campus name/# | Amendment # |
|---|---|---|---|
| Midland ISD | 165901 | Milam 165901113;De Zavala 165901106 | |

| Vendor ID # | ESC Region # | DUNS # |
|---|---|---|
| 1756002064 | 18 | 081085391 |

| Mailing address | City | State | ZIP Code |
|---|---|---|---|
| 615 W. Missouri Ave. | Midland | TX | 79701-5017 |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Elise | W | Kail | Chief Transformation Officer |

| Telephone # | Email address | FAX # |
|---|---|---|
| (432) 638-5322 | elise.kail@midlandisd.net | (432) 689-1586 |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Patrick | | Jones | Chief Academic Officer |

| Telephone # | Email address | FAX # |
|---|---|---|
| (432) 240-1006 | patrick.jones@midlandisd.net | (432)689-1976 |

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Orlando | | Riddick | Superintendent |

| Telephone # | Email address | FAX # |
|---|---|---|
| (432)240-1002 | orlando.riddick@midlandisd.net | (432) 689-1976 |

Signature (blue ink preferred)                    Date signed

_____  05/24/2018

*Only the legally responsible party may sign this application.*

**701-18-113-023**

## Schedule #1—General Information

| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |
|---|---|

### Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|---|---|---|---|
| | | New | Amended |
| 1 | General Information | ☒ | ☒ |
| 2 | Required Attachments and Provisions and Assurances | ☒ | N/A |
| 4 | Request for Amendment | N/A | ☒ |
| 5 | Program Executive Summary | ☒ | ☐ |
| 6 | Program Budget Summary | ☒ | ☐ |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | ☐ |
| 8 | Professional and Contracted Services (6200) | | ☐ |
| 9 | Supplies and Materials (6300) | | ☐ |
| 10 | Other Operating Costs (6400) | | ☐ |
| 11 | Capital Outlay (6600) | | ☐ |
| 12 | Demographics and Participants to Be Served with Grant Funds | ☒ | ☐ |
| 13 | Needs Assessment | ☒ | ☐ |
| 14 | Management Plan | ☒ | ☐ |
| 15 | Project Evaluation | ☒ | ☐ |
| 16 | Responses to Statutory Requirements | ☒ | ☐ |
| 17 | Responses to TEA Requirements | ☒ | ☐ |
| 18 | Equitable Access and Participation | ☒ | ☐ |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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|---|---|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|---|
| No fiscal-related attachments are required for this grant. | | |

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|---|
| No program-related attachments are required for this grant. | | |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| ☒ | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements. |
| ☒ | I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements. |

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Part 3: Program-Specific Provisions and Assurances**

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|---|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance. |
| 4. | The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort. |
| 5. | The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 6. | The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office. |
| 7. | The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019. |
| 8. | For **New School Planning** models (**Reset** and **Fresh-Start**), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School. |

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| Schedule #4—Request for Amendment | |
|---|---|
| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

### Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

### Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

### Part 3: Revised Budget

| # | Schedule # | Class/ Object Code | A Grand Total from Previously Approved Budget | B Amount Deleted | C Amount Added | D New Grand Total |
|---|---|---|---|---|---|---|
| 1. | Schedule #7: Payroll | 6100 | $ | $ | $ | $ |
| 2. | Schedule #8: Contracted Services | 6200 | $ | $ | $ | $ |
| 3. | Schedule #9: Supplies and Materials | 6300 | $ | $ | $ | $ |
| 4. | Schedule #10: Other Operating Costs | 6400 | $ | $ | $ | $ |
| 5. | Schedule #11: Capital Outlay | 6600 | $ | $ | $ | $ |
| 6. | Total direct costs: | | $ | $ | $ | $ |
| 7. | Indirect cost ( %): | | $ | $ | $ | $ |
| 8. | Total costs: | | $ | $ | $ | $ |

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| | Schedule #4—Request for Amendment (cont.) | |
|---|---|---|
| County-district number or vendor ID: 165901 | | Amendment # (for amendments only): |

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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2018–2019 School Transformation Fund - Planning

| Schedule #5—Program Executive Summary | |
|---|---|
| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Midland ISD will plan to develop an Innovative Management Organization (IMO) Pre-K Partnership to increase access to high-quality, early learning opportunities and ensure that a higher-percentage of students are ready for Kindergarten. This partnership will focus on priority schools Milam and De Zavala Elementaries. The approach is aligned with the district's strategic priority to develop partnerships and provide targeted autonomy with accountability in the community's highest-priority schools. With broad support from the wider Midland community, MISD has already started creating the conditions for overall transformation efforts through its **Midland on the Move** efforts including a Call for Quality Schools, a national and local call for high quality partners, and through the initial design of proposed West Texas talent hub to ensure we have a pipeline of the highest caliber educators and school leaders to lead, design, and sustain our efforts. Through collaboration between the board and district leadership, broadened through Lone Star Governance Training in November 2016, enhanced by involvement in the System of Great Schools (SGS) Network and the hiring of a new superintendent, MISD has a directed path toward meeting the student interest needs across our community while continuing to improve student outcomes. The IMO Pre-K Partnership will expand this strategy, targeting three year-olds.

**Budget Development:** The budget was developed to meet the TEA requirements for the grant and identified district needs. The investments are aligned with the spirit of the IMO Partnership program for the district to contract with a high-quality Pre-K partner, as well as the required services of a matched school transformation partner and potential site visits to districts already involved in innovative school practices across the state and nation.

**District/Campus Demographics Related to Grant Goals:** Campuses (Milam and De Zavala Elementaries) initially selected to be a part of the IMO Pre-K Partnership have a combined EcoDis population of 78.5%. Among the MISD School Board goals to improve district performance are PK-2nd literacy. Kindergarten readiness and early literacy results at both campuses are below the MISD and statewide averages; therefore, a concentrated focus on improving early literacy results at the partnership campuses will increase overall district results.

**Needs Assessment Process:** Needs assessment in MISD is an ongoing evaluation through the school year based on district checkpoints and qualitative data. In evaluating school performance, a Needs Assessment utilizing a focus on "Multiple Measures of Data" was conducted to analyze demographics and student academic achievement. From this analysis, problem statements were identified and then a root cause analysis was conducted for each of these areas. MISD selected Milam and De Zavala Elementaries, and the IMO Pre-K partnership is among a set of specific targeted strategies delineated to impact the root cause.

**Management Plan:** The IMO Pre-K Partnership planning process is a collaboration between MISD and Midland College that is managed by the district's Office of Transformation. There are multiple phases incorporated in the plan, including developing an operating budget, determining facilities needs, and creating an MOU. Each phase will require intense collaboration and communication, as well as the district's commitment to continuous improvement.

**Program Evaluation:** The planning grant will be measured through the effectiveness of the IMO Pre-K Partnership plan development and readiness for implementation in 2019-20. In order to exact change, major concerns will be brought forth through stakeholder feedback and conversations throughout the partnership plan development phase.

**Statutory and TEA Requirements:** All statutory requirements have been met for this grant submission. These include incorporating and monitoring the Pre-K Partnership as part of Milam and De Zavala Elementary schools' improvement plans; using a rigorous process to formally select a partner; aligning other federal, state, and local resources; providing operating flexibility to the early childhood partner; and incorporating one or more evidence-based strategies. All TEA requirements also have been met, including describing the applicant's vision and describing how the grant aligns to and accelerates the broader strategy and theory of action of MISD.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: 165901 | | Amendment # (for amendments only): | | |
|---|---|---|---|---|

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

| Grant period: July 9, 2018 to May 31, 2019 | | Fund code: 211 | | |
|---|---|---|---|---|

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $ | $ | $0 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $254,208 | $ | $254,208 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $15,792 | $ | $15,792 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $30,000 | $ | $30,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $ | $ | $0 |
| | Consolidate Administrative Funds | | | ☐ Yes ☐ No | |
| Total direct costs: | | | $300,000 | $ | $300,000 |
| Percentage% indirect costs (see note): | | | N/A | $ | |
| Grand total of budgeted costs (add all entries in each column): | | | **$300,000** | **$** | **$300,000** |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 165901 — Amendment # (for amendments only):

| | Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|---|---|---|---|
| **Academic/Instructional** | | | | |
| 1 | Teacher | | | $ |
| 2 | Educational aide | | | $ |
| 3 | Tutor | | | $ |
| **Program Management and Administration** | | | | |
| 4 | Project director | | | $ |
| 5 | Project coordinator | | | $ |
| 6 | Teacher facilitator | | | $ |
| 7 | Teacher supervisor | | | $ |
| 8 | Secretary/administrative assistant | | | $ |
| 9 | Data entry clerk | | | $ |
| 10 | Grant accountant/bookkeeper | | | $ |
| 11 | Evaluator/evaluation specialist | | | $ |
| **Auxiliary** | | | | |
| 12 | Counselor | | | $ |
| 13 | Social worker | | | $ |
| 14 | Community liaison/parent coordinator | | | $ |
| **Education Service Center (to be completed by ESC only when ESC is the applicant)** | | | | |
| 15 | | | | $ |
| 16 | | | | $ |
| 17 | | | | $ |
| 18 | | | | $ |
| 19 | | | | $ |
| 20 | | | | $ |
| **Other Employee Positions** | | | | |
| 21 | Title | | | $ |
| 22 | Title | | | $ |
| 23 | Title | | | $ |
| 24 | | | Subtotal employee costs: | $ |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | |
| 25 | 6112 | Substitute pay | | $ |
| 26 | 6119 | Professional staff extra-duty pay | | $ |
| 27 | 6121 | Support staff extra-duty pay | | $ |
| 28 | 6140 | Employee benefits | | $ |
| 29 | 61XX | Tuition remission (IHEs only) | | $ |
| 30 | | Subtotal substitute, extra-duty, benefits costs | | $ |
| 31 | | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | $ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #8—Professional and Contracted Services (6200) | | | |
|---|---|---|---|
| County-district number or vendor ID: 165901 | | Amendment # (for amendments only): | |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | | |
| Professional and Contracted Services Requiring Specific Approval | | | |
| Expense Item Description | | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | | $ |
| | Specify purpose: | | |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | | $ |
| Professional and Contracted Services | | | |
| # | Description of Service and Purpose | | Grant Amount Budgeted |
| 1 | Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions) | | $75,000 |
| 2 | Architecture, land surveying, professional engineering, real estate appraising | | $50,000 |
| 3 | Midland College contracted leadership position | | $44,208 |
| 4 | Pre-K Program Design and Baseline Data Collection | | $30,000 |
| 5 | Child care licensing support | | $25,000 |
| 6 | Contract for graphic design, publishing and printing of promotional materials | | $20,000 |
| 7 | Student recruitment | | $10,000 |
| 8 | | | $ |
| 9 | | | $ |
| 10 | | | $ |
| 11 | | | $ |
| 12 | | | $ |
| 13 | | | $ |
| 14 | | | $ |
| b. | Subtotal of professional and contracted services: | | $254,208 |
| c. | Remaining 6200—Professional and contracted services that do not require specific approval: | | $ |
| | (Sum of lines a, b, and c) Grand total | | $254,208 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | |
|---|---|
| County-District Number or Vendor ID: 165901 | Amendment number (for amendments only): |
| **Supplies and Materials Requiring Specific Approval** | |

| | Expense Item Description | Grant Amount Budgeted |
|---|---|---|
| 6300 | Total supplies and materials that do not require specific approval: | $15,792 |
| | **Grand total:** | **$15,792** |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | |
|---|---|---|
| County-District Number or Vendor ID: 165901 | Amendment number (for amendments only): | |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | $8,000 |
| 6413 | Stipends for non-employees other than those included in 6419 | $ |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | $7,000 |
| 6411/ 6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally. | $5,000 |
| | Subtotal other operating costs requiring specific approval: | $20,000 |
| | Remaining 6400—Other operating costs that do not require specific approval: | $10,000 |
| | **Grand total:** | **$30,000** |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---|---|---|---|
| **Schedule #11—Capital Outlay (6600)** | | | |
| County-District Number or Vendor ID: 165901 | | Amendment number (for amendments only): | | |
| **6669—Library Books and Media (capitalized and controlled by library)** | | | | |
| 1 | | N/A | N/A | $ |
| **66XX—Computing Devices, capitalized** | | | | |
| 2 | | | $ | $ |
| 3 | | | $ | $ |
| 4 | | | $ | $ |
| 5 | | | $ | $ |
| 6 | | | $ | $ |
| 7 | | | $ | $ |
| 8 | | | $ | $ |
| 9 | | | $ | $ |
| 10 | | | $ | $ |
| 11 | | | $ | $ |
| **66XX—Software, capitalized** | | | | |
| 12 | | | $ | $ |
| 13 | | | $ | $ |
| 14 | | | $ | $ |
| 15 | | | $ | $ |
| 16 | | | $ | $ |
| 17 | | | $ | $ |
| 18 | | | $ | $ |
| **66XX—Equipment, furniture, or vehicles** | | | | |
| 19 | | | $ | $ |
| 20 | | | $ | $ |
| 21 | | | $ | $ |
| 22 | | | $ | $ |
| 23 | | | $ | $ |
| 24 | | | $ | $ |
| 25 | | | $ | $ |
| 26 | | | $ | $ |
| 27 | | | $ | $ |
| 28 | | | $ | $ |
| **66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)** | | | | |
| 29 | | | | $ |
| | | | **Grand total:** | $ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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## Schedule #12—Demographics and Participants to Be Served with Grant Funds

| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |
|---|---|

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category | Student Number | Student Percentage | Comment |
|---|---|---|---|
| Economically disadvantaged | 347/469 | 77.1%/79.7% | Milam/De Zavala |
| Limited English proficient (LEP) | 28/184 | 6.22%/31.29% | |
| Disciplinary placements | 0/0 | 0/0 | |
| Attendance rate | DNA | 96.5%/97.4% | |
| Annual dropout rate (Gr 9-12) | DNA | DNA | |

| Teacher Category | Teacher Number | Teacher Percentage | Comment |
|---|---|---|---|
| 1-5 Years Exp. | 10/10 | 32.5%/26.5% | |
| 6-10 Years Exp. | 3.5/11 | 11.5%/29.2% | |
| 11-20 Years Exp. | 9.6/9.6 | 31.3%/25.6% | |
| 20+ Years Exp. | 3.6/7 | 11.8%/18.6% | |
| No degree | 0 | 0% | |
| Bachelor's Degree | 24.3/25.8 | 78.8%/68.8% | |
| Master's Degree | 5.5/11.8 | 18%/31.4% | |
| Doctorate | 1/0 | 3.2%/0% | |

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

### Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 160 | | | | | | | | | | | | | | 4x 3-year old classrooms; 4x 4-year old rooms expected pending financial model |

### Teachers

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | | | | | | | | | | | | | | 8 certified teachers and 8 para-professionals pending financial model |

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| Schedule #13—Needs Assessment | |
|---|---|
| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessment in MISD is an ongoing evaluation through the school year based on district checkpoints and qualitative data. Initial needs assessments begin with evaluation of standardized assessment results and other critical factors. In evaluating overall district performance, a Needs Assessment utilizing a focus on "Multiple Measures of Data" was conducted by a cross-departmental team for the development of the District Improvement Plan to analyze demographics, student academic achievement, district process and procedures as well as perceptions. From this analysis, problem statements were identified and then a root cause analysis was conducted for each of these areas. Specific targeted strategies were then delineated to impact the root cause. The plan development also gathered input from the superintendent's leadership team and District Education Improvement Committee (DEIC) representatives.

MISD is currently developing and implementing a comprehensive "know our schools" needs assessment process which consists of the following: A) School Performance Framework to define and measure great schools in Midland, B) a robust design process to evaluate school performance via a quality review combined with yearly assessment data and determine appropriate interventions, and C) an ongoing portfolio review process to prioritize school actions for highest need campuses on an ongoing basis. This process will be helpful as MISD identified elementary schools with the greatest need for high-quality early learning partnerships.

Given Midland's School Performance Framework is expected to be rolled out by June 2018, the district has been aggressively focused on developing a comprehensive view of schools in the interim by using existing state and federal accountability data as an indicator of school quality coupled with other data such as enrollment, facility quality, and percent quality seats to determine the highest need campuses currently in Midland and potential school actions. From our analysis, it is clear we must focus on Milam and De Zavala Elementaries, which will serve as focus schools for the Pre-K partnership. With a total economically disadvantaged population of 77%, the community attending Milam and De Zavala Elementaries needs and deserves quality Pre-k instruction to best prepare students for the academic rigor of later grades.

When looking only at Milam Elementary 2017 STAAR results, math and reading scores drastically decline after 3rd grade all the way to 6th grade as compared to state and district averages. While 81% of 3rd grade students perform at or above grade level in Reading, only 55% of 6th grade students are performing at or above grade level. In Math, an astounding 94% of 3rd grade students perform at or above grade level, yet 64% of 6th graders are able to perform at or above grade level. What this data tells us is students are adequately prepared for the early elementary years, but later elementary grades present new challenges, challenges students are currently unable to meet without prerequisite knowledge. Through a Pre-K partnership, Milam and De Zavala students will learn critical foundational skills that will prevent what is often described as the "4th grade slump" when student performance begins a steady decline into late elementary and early middle school. Finally, it should be noted that both Milam and De Zavala absorbed students in August 2017 from the neighborhood of Crockett Elementary which was closed in summer 2017 due to being an Improvement Required campus for six years.

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| Schedule #13—Needs Assessment (cont.) | |
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| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|---|---|---|
| 1. | Opportunity to increase the amount of students from low-income backgrounds attending high-quality early childhood programming. | Creating partnerships with high-quality Pre-K partners will expand access to programs. Moreover, the additional funding from SB 1882 will add the revenue to increase the number of "seats" in this program. |
| 2. | Opportunity to increase the number of students who are are ready for Kindergarten as demonstrated by improved literacy, numeracy, social-emotional, and physical development milestones. Current data illustrates that 53.9% of Midland ISD students were Kindergarten Ready based on 2016-2017 Istation's Indicators of Progress (ISIP) and ISIP Espanol compared to Kindergarten students attending Texas Public Pre-K students in 2015-2016, 68.2% of those were Kindergarten Ready (TPEIR - http://www.texaseducationinfo.org/ViewReport.aspx) | Increase the number of students coming to school Kindergarten Ready. The grant will increasing the opportunities for students in our community to be served by high-quality early childhood education. Baseline, formative, and summative data using the Children's Learning Institute (CLI) monitoring tool will demonstrate improvement. |
| 3. | Opportunity to increase the number of students who are reading and doing math at grade level in the early elementary grades. A quarter of students who are economically disadvantaged at Milam and De Zavala are not reading at level in the 3rd grade. | Increase the percentage of students in grades K-2 who are economically disadvantaged and are reading on or above grade-level to 90% by the end of the school year 2020. The grant will ensure that students who are eligible for Pre-K service, which includes students who are economically disadvantaged, are entering Milam at grade level and stay on track beyond the 3rd grade. |
| 4. | Too few students are reading and doing math on or above grade level in upper elementary grades. In reading, only 55% of 6th grade students at Milam and 50% of 6th graders at De Zavala are performing at or above grade level. In Math, only 64% of 6th graders at Milam and 67% of 6th gradres at De Zavala are able to perform at or above grade level. | Through a Pre-K partnership, Milam and De Zavala students will learn critical foundational skills that will prevent what is often described as the "4th grade slump" when student performance begins a steady decline into late elementary and early middle school. |

| Schedule #14—Management Plan | |
|---|---|
| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|---|---|---|
| 1. | Pre-K Partner Program Leaders | **To Be Hired by Pre-K Partner:**<br>• Program and fiscal management<br>• Staff/teacher supervision and professional development in school setting.<br>• Bachelor's and leaderships in related field<br>• Texas teaching certificate<br>• 5 years of: teaching experience in public school education, Texas School Ready early childhood education sites, or nationally-acreddited child care centers |
| 2. | Chief Transformation Officer | **Elise Kail**<br>• Responsibility to coordinate all communications, activities and focus around "Midland on the Move" for district transformation and oversight of the district Transformation Zone<br>• Coordinates district actions centered around System of Great Schools (Cohort 1)<br>• 32 years in public education<br>• 10 years as Executive Director of Accountability and Information Management Systems<br>• 8 years as campus administrator |
| 3. | Executive Director of Special Education Services | **Dawn Miller**<br>• Supervise final budget for Early Childhood program<br>• 32 years in public education<br>• 30 as speech pathologist; 10 in supervisory position for speech pathology program<br>• 30 yrs in Child Find assessments for students ages 2.5-6 yrs<br>• 10 supervising Child Find program<br>• 2 years as Executive Director, Special Services |
| 4. | Director of Early Childhood Education | **Della Frye**<br>• Develop and oversee early childhood budget<br>• Plan and administer professional learning for staff including implementation of Professional Learning Communities<br>• Provide instructional coaching for early childhood staff<br>• Oversee eligibility determination and enrollment for PreK students<br>• 26 years in education including day care, Head Start and public school; instructional coach for PK and K; and Early Childhood Director including responsibilities for Head Start and state PreK programs<br>• Administered School Readiness Integration and other early learning community partnerships in a variety of formats |
| 5. | Dean, Social/Behavioral Sciences and Business Division. Midland College | **Damon Kennedy**<br>• Primary contact for Midland College (MC)<br>• Coordinate ongoing MC efforts to explore and implement Pre-K in-district charter<br>• 20 years higher education experience - teaching, curriculum development, systems redesign<br>• Currently oversee child development and education programs at MC |

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| 6. | Department Chair, Education, Midland College | **Denise McKown**<br>• Supervise Child Development and two Children's Centers<br>• 20 years of MISD teaching and administrative experience<br>• Pre-K, Elementary, and Reading Recovery<br>• Assistant Principal and mental health coordinator for Head Start |
|----|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| Schedule #14—Management Plan (cont.) | | | | | |
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| County-district number or vendor ID: 227-907 | | | | Amendment # (for amendments only): | |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | | Milestone | Begin Activity | End Activity |
|---|---|---|---|---|---|
| 1. | Develop Year One Operating Budget and Multi-Year Financial Model for ECE partner and ISD | 1. | Initial meeting with finance partners to review budget template | 7/23/2018 | 8/3/2018 |
| | | 2. | Meeting to relay current budgets, intended future shared services, FTEs, etc. | 7/30/2018 | 8/10/2018 |
| | | 3. | 1st, 2nd, and Final Draft of budget created, reviewed by ISD and ECE, and revisions are suggested | 8/13/2018 | 9/21/2018 |
| | | 4. | ISD and ECE Board Approval | 1/28/2018 | 2/1/2019 |
| 2. | Determine facility and capital improvements needed to outfit site for infant, toddler, and/or pre-k | 1. | Come to consensus on ECE site and start RFQ process for suppliers and services (if needed) | 10/1/2018 | 10/26/2018 |
| | | 2. | Complete upgrades (if needed) | 11/5/2018 | 3/8/2019 |
| 3. | Adjust ECE's board of directors | 1. | Determine if current board is going to change or advisory board is created | 9/3/2018 | 9/14/2018 |
| | | 2. | New board members added | 11/5/2018 | 11/23/2018 |
| | | 3. | Current board or new board adjourns for first meeting | 12/3/2018 | 12/14/2018 |
| 4. | Create MOU between ISD and partner | 1. | Initial meeting with attorney to review MOU template | 8/31/2018 | 9/14/2018 |
| | | 2. | Meeting with ISD, ECE, and attorney to negotiate shared services, employees, and term of agreement | 9/10/2018 | 10/12/2018 |
| | | 3. | 1st, 2nd, and Final Draft of MOU created, reviewed by ISD and ECE, and revisions are suggested | 10/15/2018 | 11/30/2018 |
| | | 4. | ISD and ECE board approval | 11/26/2018 | 12/7/2018 |
| 5. | Submit In-District Charter for ECE | 1. | RFA published | 9/3/2018 | 9/7/2018 |
| | | 2. | Create 1st, 2nd, and 3rd Drafts of In-District Charter Application. Dates may be adjusted to align with other aps | 10/1/2018 | 11/30/2018 |
| | | 3. | Submit Final Draft of In-District Charter Application | 12/3/2018 | 12/7/2018 |
| | | 4. | Present In-District Charter and Support Approval | 5/27/2019 | 5/31/2019 |
| | | 5. | Seek other TEA funding for charter start-up | 12/7/2018 | 5/31/2019 |
| 6. | Adopt Curriculum, Assessments, Calendar, and Pre-K Compliance requirements | 1. | ECE shares recommended curriculum, assessments, year long calendar, and daily schedule with ISD and ISD offers any suggestions, questions, concerns | 3/4/2019 | 3/18/2019 |
| | | 2. | Final decisions on curriculum, standards, assessments, year long calendar and daily schedules are made | 3/25/2019 | 3/29/2019 |
| | | 3. | ECE undergoes Pre-K compliance audit | 4/1/2019 | 4/5/2019 |
| 7. | Recruit students targeted from priority school neighborhoods | 1. | Develop recruitment strategy and recruit students | 9/3/2018 | 3/1/2019 |
| | | 2. | Enroll students | 3/1/2019 | 6/28/2019 |
| | | 3. | Onboard families | 7/1/2019 | 7/31/2019 |
| 8. | Hire X amount of Teachers and/or Administrators for 2019-2020 School Year | 1. | Negotiate with ISD and ECE to determine who is employing X amount of teachers | 10/15/2018 | 10/19/2018 |
| | | 2. | Renew contracts of X amount of returning teachers/administrators | 2/25/2019 | 3/8/2019 |
| | | 3. | Recruitment strategy for staff | 11/4/2018 | 11/18/2018 |
| | | 4. | Conduct interview process for staff | 12/2/2018 | 5/31/2019 |
| | | 5. | Hold Community engagement event to introduce staff to families | 7/1/2019 | 7/31/2019 |

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| Schedule #14—Management Plan (cont.) | |
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| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Midland ISD is a learning organization and its leaders are committed to continuous improvement, especially in this new and innovative Pre-K IMO Partnership. As described in the need assessment section of the application, MISD uses qualitative and quantitative data, aligned with the School Performance Framework, to make real-time adjustments to better serve students.

What's more, MISD constantly seeks feedback through formal surveys and informal feedback for the development of grant proposals and the updating of Campus and District Improvement Plans (CIP/DIP). When the evaluation metrics are not being met and progress is not measured, then MISD is committed to changing course and developing new strategies and processes to ensure student success. Action plans are created, and MISD is transparent in its communication of these plans to all stakeholders through one-on-one or small group meetings, all-staff meetings, internal and external email memos, parent letters, parent information nights, community events, and social media sites, like Facebook and Twitter. All of this data is used in the continuing updating of the 5-year Strategic Plan system to ensure that all programs align to long-term general goals of our school district. MISD also commits to sharing changes in plans with TEA and other ISDs who seek information on how we created this system.

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| Schedule #14—Management Plan (cont.) | |
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| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 1882 Pre-K Innovation Partnership will be monitored by MISD leaders Elise Kail, MISD Chief Transformation Officer; Dawn Miller, Exsecutive Director of Special Educaiton Services; and Della Frye, Director of Early Childhood Education. These individuals will be meeting on a regular basis to assess the progress of the partnership, and to ensure that grant funds are aligned with Midland on the Move, MISD's transformation strategy and early childhood priorities, including that funds are beingu sed to supplement and not supplant. These project participants intend to work closely with Midland College (MC) regarding their recruitment of teachers and students early on to invest in the new Pre-K Partnership so they will hold both MISD and MC to high expectations to fulfill their promise on providing high quality Pre-K. Commitments will be solidified by providing district and partnering Pre-K teachers and educators with access to high quality professional development, coaching, and mentoring.

Sustainability has to be built in as part of the planning and implementation process. In order to ensure the transformation is sustained, the staff has to be engaged in some facet of the planning process. Teachers and staff work together on problems of practice related to the transformation so that they are contributing to improving the outcomes. In addition, teachers work together as learners to ensure effective teaching. Professional learning is critical to sustaining the project. The instructional team, which includes administration, support staff and teachers will enhance their skills and knowledge of research based practices so that our young learners are benefactors of developmentally appropriate excellent instruction. Teachers will meet as learning teams and will refine their craft so that their learners thrive.

Campus leadership is another critical factor for sustainability. The campus leadership team will champion commitment for the mission and vision. The campus leadership team will be responsible for being good stewards of the grant funds and ensuring that every dollar spent is an investment that lasts beyond the grant's funding cycle. The leadership team will also be responsible for creating systems and a culture that support the changes so that everyone understands and meets the established expectations.The continuous improvement cycle (Plan – Do – Study – Act) will be a part of the weekly PLCs.

Once the grant ends, it will be important for each of the teams/staff to continue to meet and work as they have during the grant period. It will also be critical that the leadership team continue to take the lead roles in sustaining the reforms that have been made, analyzing the data to see that the transformation is indeed yielding Kindergarten ready students.

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| Schedule #15—Project Evaluation | | |
|---|---|---|
| County-district number or vendor ID: 165901 | | Amendment # (for amendments only): |

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | | Associated Indicator of Accomplishment |
|---|---|---|---|
| 1. | Pre-K Student Academic Achievement Results | 1. | Pre-K Assessments indicating that at least 90% of students are meeting benchmarks in reading, math, social-emotional, and physical development |
| | | 2. | Pre-K Assessments indicating that at least 90% of students are demonstrating progress across all sub populations |
| | | 3. | At least 90% of students end the year "Kindergarten Ready" according to Kindergarten Readiness Assessments |
| 2. | Quarterly Survey and Interviews with Staff and Families | 1. | Results indicate that at least 90% of staff and families are satisfied with Pre-K Program |
| | | 2. | Results indicate that at least 90% of families feel engaged with their school |
| | | 3. | At least 90% of staff report feeling more confident and knowledgeable in Pre-K compliance and facilitating quality instruction. |
| 3. | Formal Teacher Observations and Evaluations | 1. | At least 90% of teachers demonstrate growth during formal evaluations and observations throughout the year |
| | | 2. | At least 90% of teachers receive at least a Satisfactory rating according to Teacher Rubric |
| | | 3. | At least 90% of teachers conduct at least one peer observations throughout the year |
| 4. | Elementary Academic data at Milam and De Zavala | 1. | At least 90% of students will perform on grade level on K-2 Assessments |
| | | 2. | STAAR data will show at least 25% improvement when first cohort of Pre-K students take 3rd Grade STAAR |
| | | 3. | At least 90% of Pre-K cohort of students will achieve their state growth goal on 3rd Grade STAAR across all sub populations |
| 5. | Enrollment and Attendance numbers | 1. | Increased number of MISD students enrolling in Pre-K year over year |
| | | 2. | Increased ADA number in Pre-K year over year |
| | | 3. | |
| 6. | | 1. | |
| | | 2. | |
| | | 3. | |
| 7. | | 1. | |
| | | 2. | |
| | | 3. | |
| 8. | | 1. | |
| | | 2. | |
| | | 3. | |
| 9. | | 1. | |
| | | 2. | |
| | | 3. | |
| 10. | | 1. | |
| | | 2. | |
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| Schedule #15—Project Evaluation | |
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| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Processes for Collecting Data:** *Pre-K Student Academic Achievement Results:* The metrics described in the table above will be collected during the planning year as available and used to evaluate performance during the first year of implementation. The new Pre-K Site will use CLASS (Classroom Assessment Scoring System) Assessments to determine whether or not students are making progress and performing on grade level throughout the year to transition to Milam and De Zavala Elementary Kindergarten ready. The Project Leader, in collaboration with MISD's Director of Early Childhood and the MC's leadership team, will provide training to the teachers who will give the assessments, and oversee that the teachers are administering the test with fidelity and scoring the assessments with accuracy. This data will be shared with students, families, and staff to have transparency around gaps in overall programming, curriculum, instructional delivery, and individual student learning. *Quarterly survey and interviews with staff and families:* Anonymous surveys will be distributed to staff and families to measure satisfaction, engagement, and development. Results will be calculated and shared with staff, families, and the community highlighting areas of strength and areas of growth. *Formal Teacher Observations and Evaluations:* A standard teacher evaluation rubric and observation feedback form will be used to provide teachers feedback on certain areas of their teaching practice in order to continue what's working well to achieve student results and what action steps need to be taken by the teacher to improve student outcomes. The observations and evaluations will always be shared individually with the teachers, so they know on what they need to focus their improvement. The data will also be analyzed at the school-level to determine trends needing to be focuses of upcoming professional development and best practices found in the field to share with other teachers. *Elementary Academic data at Milam and De Zavala:* In K-2, students will be assessed in Reading and Math throughout the year using formative and summative assessments to ensure that they are on track by the time they reach third grade. Starting in third grade, students will take benchmarks leading up to the STAAR tests, which will allow teachers the opportunity to set growth goals, adjust their overall instruction, or tailor instruction to meet certain needs of students possibly from various sub populations. Administrators and Teachers will then use the actual STAAR data, once released, to determine whether or not the schools' and individual students' results improved. *Enrollment and Attendance numbers:* MISD's enrollment system will be able to compare the amount of Pre-K and kindergarten students enrolled in previous years to the first year of this new Pre-K IMO Partnership site hopefully to see an increase in student numbers. 124 Pre-K students were enrolled in these two schools during the 2016-2017 school year, so MISD would want to see this number rise districtwide given the experience and track record of success of the Operating Partner, the extra ADA funding increase from SB 1882, and the targeted and aggressive recruitment strategy that will be in place to offer more seats, especially those to low income students. Attendance data will also be easily accessible to compare previous years to the first partnership year. Despite attendance being a challenge in Pre-K, the goal would be to have an even higher Attendance Rate at the new Pre-K site as compared to the combined campus-wide rates at Milam and De Zavala. The importance in attending school everyday, even at the Pre-K level, will be emphasized, so students will not miss out on instruction and families can start off on a strong foundation of success in understanding the importance of being at school, on time, everyday.

**Problems with Project Delivery Identified and Corrected:** During its first year of implementation, the new Pre-K IMO Partnership Site will be hyper aware and intune to the data collected from using all of the evaluation tools listed above to ensure that the new site has a strong launch and founding year to build upon in subsequent years. In order to be an attractive option for families, MISD and the Early Childhood Partner will quickly identify any areas of inefficiencies or sub-par teacher and student performance to quickly course correct. The project participants will hold step back meetings to determine root causes to any barriers or obstacles preventing teachers and students from meeting their goals and set new measurable goals for improvement. Meetings will be held with teachers who are not meeting the bar of excellence set forth and achieving Satisfactory ratings on the teacher evaluation rubric, and meetings will also be held with families to remind them of their commitment to their child's education when expectations, like punctuality and attendance, are not being met. Problems of project delivery will also be shared with MC's leaders.

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| Schedule #16—Responses to Statutory Requirements | |
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| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |

**Statutory Requirement 1a:** Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both Milam and De Zavala Elementary are 2017-2018 Priority Schools with School Improvement Plans already in place. Both schools identified similar problem areas and root causes that have contributed to low student achievement results.

For demographic needs, less than 80% of students are meeting expectations on state standards, based on STAAR assessment results. Root Cause: Prior to Spring 2016, K-6 grade teachers lacked the ability to analyze and prioritize the essential knowledge and skills for reading and math, that build a solid foundation in Tier 1 instruction. The campus culture and structures did not efficiently lend themselves to teacher collaboration, job-embedded teacher support, or data-informed targeted support for all learners.

For student achievement needs, less than 50% of students reading proficiency levels are at the proficient level based on grade level standards. Root Cause: Teachers lack the capacity to address specific abilities and create individualize plans to facilitate reading levels.

Based on these findings, the MISD School Board  set the following goals, which will be supported by the Pre-K IMO Partnership:

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 45% to 60% by the end of school year 2017-2018

Goal 2: The percentage of students in grades 3-6 who meet standard on both reading and math STAAR will increase from 50% to 60% by the end of school year 2018.

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## Schedule #16—Responses to Statutory Requirements

| County-district number or vendor ID: 165901 | Amendment # (for amendments only): |
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**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Monitoring Schools Receiving Title 1, Part A Funds:** The Federal Programs Director tracks the funds received by the Title 1 Campuses, Milam and De Zavala Elementaries.  In the CIP/DIP process the amount of Title I funds by campus are allotted.  From this allotment, the Finance Office provides the campus with fund-codes.  Requests for purchases are given to the Federal Programs Director who reviews the request and supporting documentation to assure that the Title 1 guidelines are being met and then the request is forwarded to the Finance Office for processing.  This system assures that Maintainance of Effort requirements are met and the grant funds supplement these funds.

**Monitoring School Improvement Plans and Implementation:** Midland ISD has a system in place where it conducts Formative Reviews of its campuses every 9 weeks, starting in October and ending in May.  Campus goals are based on district goals while strategies are driven by individual campus needs and data. It is the Elementary Campus Executive Director's job to ensure that the daily needs of managing a campus do not overshadow the need for systemic improvement. To that end, Executive Directors will work with principals on a score card (School Performance Framework – SPF) related to our work with the Systems of Great Schools.  The District will develop a district tracking system so that the progress of the students moving from the new Pre-K site to Milam and De Zavala Elementaries, as well as the other elementary campuses, can be monitored at every campus annually.

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| Schedule #16—Responses to Statutory Requirements | |
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**Statutory Requirement 1c:** Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of **Midland on the Move,** MISD has a Call for Quality Schools, which is a national and local call for high quality partners that will be used for the selection of the Pre-K IMO Partner.

The District will also work with the Matched School Transformation Partner, regional service center, and other districts who have done similar work, and TEA for the names of individuals who have created similar partnerships. MISD then asks a series of questions to determine if the external partner is a good fit for MISD. MISD will only be considering early childhood centers who have achieved a TRS (Texas Rising Star) Rating of a 4 and who have been in full Federal and State Pre-K compliance. The District will also reach out to the community that the early childhood partner serves to solicit their feedback on their satisfaction of the program.

MISD will use a matrix to screen the interested partners and then invite them for an onsite interview/presentation before a team who will make the final decision.

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## Schedule #16—Responses to Statutory Requirements

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**Statutory Requirement 1d:** Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The School Transformation Fund Planning grant will supplement the services that currently exist for district Pre-K programming. The funds will not supplant any state requirements or activities that previously received state or local funds. Grant funds will only be used 1) to expand educational options for the targeted students and 2) to coordinate currently available services for the benefit of the students, either as in-kind contribution or to deliver services in new ways or to new recipients. The District will work with the school to ensure the coordination of Title Funds, IDEA, and local education dollars are used effectively and appropriately.

To assure that funds are used appropriately to supplement, and not supplant existing services, the fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The fiscal agent will maintain control over and accountability for all funds, meet federal financial management standards and provide for accurate, current, and complete disclosure of the financial results of each grant period, identifying the funding source and application (use) of funds. The disclosure(s) will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays/expenditures, income, and interest earned. Records will be maintained on all expenditures by budget function, class-object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide.

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**Statutory Requirement 1e:** Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MISD district leadership team meets weekly to assess the needs of the district and the adjustments that need to be made to accommodate those needs.

When problems of practice arise that are impacted by policy or regulations, policy or regulations are reviewed to determine whether or not amendments need to be made. For policy, the School Attorney collects input toward potential changes and then convenes a small group of representatives from departments that could be impacted to review. Policies are then presented to the School Board's Policy Review Committee prior to being sent to TASB Policy Service for review and updating prior to formal board vote. For regulations updates, the same process is followed; however, board approval is not required for these changes.

During the 2018-2019 year, MISD will implement the use of a School Performance Framework to assess the performance of all schools within the district. Incluing how policies would impact the Pre-K IMO Partner. The Framework looks at student achievement, student growth, educator effectiveness, climate and culture; and community and family engagement. This will be used as a tool to help all schools improve and as a tool to inform our community about our schools.

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**Statutory Requirement 2:** Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD will incorporate the Texas Pre-Kindergarten Guidelines as part of the implementation of the IMO. The Texas Pre-Kindergarten Guidelines synthesize current knowledge of theory and scientific research about how children develop and learn. The guidelines provide insights as to the current thinking of early childhood professional leaders that "a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful, relevant learning experiences." (p. 1) The guidelines outline the behaviors and skills that children are to demonstrate and achieve, as well as instructional strategies for teachers to implement. The guidelines provide "information on responsive teaching practices, the physical arrangement of a prekindergarten classroom, professional development as the key to high-quality prekindergarten programs, the involvement of families for better school readiness of children, strategies for bilingual instruction, considerations for children with special needs and disabilities, and methods of monitoring children's progress." (p.1)

In addition to the Texas Pre-Kindergarten Guidelines, the district and the IMO partner will incorporate best practices from the National Institute for Early Education Research (NIEER). The Institute provides research articles addressing a plethora of topics such as preparing teachers for the PreK classroom, assistive technology and emergent literacy for preschoolers, challenging behaviors, screening and assessment instruments, effective early childhood programs. The research will provide the the district and the IMO partner staff to dig deeper while in PLCs and broaden their knowledge around best practices regarding early learners.

The State of Texas offers many aids to help promote and recruit students for the PreKindergarten program: www.prekindergartenprepares.com, www.littletexans.org, letter of notification sent home with students, identification systems in place at times of registration of older siblings, newspaper articles, notices in public places, radio announcements, display on school marquees, and community newsletters. These resources may be used to help recruit students for the Pre-K program.

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| Schedule #17—Responses to TEA Program Requirements | |
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**TEA Program Requirement 1a:** Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Partnership Planning**

☐ **P2 Partnership**

☒ **IMO Partnership**

**New School Planning**

☐ **Reset**

☐ **Fresh-Start**

**Transformation Planning**

☐ **Talent Transformation Model**

☐ **Transformation Strategy**

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| Schedule #17—Responses to TEA Program Requirements | |
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**TEA Program Requirement 1b:** Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD is pursuing a Pre-K IMO Partnership because we believe that in order for radical change to occur to prepare students for academic success we must do things very differently than we have in the past. Although MISD has begun to show improvement in our schools, we need to expedite the speed at which this forward progress occurs for the benefit of our students, parents and community. We have been engaged in routine school improvement for over a decade. During this time we have created multiple turnaround plans, dozens of targeted improvement plans, yet academic performance has not reached the level of improvement needed to catapult the majority of our schools to the highest level of state or federal performance expectations.

To make this type of rapid improvement, we believe implementation of a Pre-K IMO Partnership strategy by partnering with a high-quality early childhood organization to implementing research-based models of proven success in preparing young children academically and developmentally. We are planning on supporting the Pre-K Partner by systemically providing autonomies over people, time, money and academic programs. By establishing a Pre-K IMO Partnership, the district will be creating more opportunities to provide high-quality Pre-K seats for students in need across the district. This in turn will increase the number of Kindergarten ready students across the district in a systematic process..

The partner organization and staff will have the autonomy to focus on
- Student needs
- Student learning
- Student enrichment through their interests or campus instructional focus
- Self-fulfillment of the whole child
- Parent involvement through the offering of opportunities for choice based on interests and desires of families.

This partnership and autonomy is central to MISD's vision for school improvement.

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**TEA Program Requirement 2:** Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the <u>Lone Star Governance Participant Manual</u>). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IMO Pre-K IMO Partnerhsip strategy, principles and approach mirror and directly align with MISD's broader theory of action and strategic efforts through Midland on the Move (MotM) to ensure all students will graduate prepared and ready for college or career. We envision the Pre-K IMO Partnership as an important effort to transform the district into a System of Great Schools. Beginning in November 2016 following school board training on Lone Star Governance, MISD and the broader Midland community have made a strong commitment to transition from a Managed Instruction theory of action to an Earned Autonomy theory of action with the goal of achieving a SGS in Midland by 2027. MotM encompasses all of Midland's transformation efforts in service of this goal, including the following strategic actions for 2017-2018:

- *Listen and Learn from the Community:* engage with parents, families, community leaders, business partners, and other education stakeholders to build an education coalition around a shared vision for student success in Midland.
- *Continue to Execute at High Levels on the MISD Instructional Process:* continue executing on existing transformation efforts, including "No Excuses" and growth mindset philosophy and Professional Learning Communities, as well as delivering on student outcome goals and constraints set forth by the board.
- *Know Our Schools:* develop a shared definition of what a great school looks and feels like, develop a School Performance Framework to measure school quality, and explore and take action on innovative opportunities to provide a high-quality education for all of Midland's students. This priority encompasses the System of Great Schools work in Midland's context.
- *Re-design Central Office:* transition to a customer service organization to rebuild relationships with families and other stakeholders. Align central office functions and resources with the SGS strategic direction and ensure strong financial stewardship of all resources.

Over the past several months, the district's transformation efforts have proceeded at an accelerated pace. To sustain this momentum for our students in our highest need campuses as quickly as possible, MISD is eagerly pursuing opportunities to create the conditions for innovation by providing flexibility in terms of time, talent, resources, and program under the umbrella of our "Know Our Schools" efforts. In this spirit, the Pre-K IMO Partnership aims to accelerate educational opportunities for our most at-need students as quickly as possible resulting in more seats for more students in more great schools. We are expecting to engage more students toward meeting the district vision/mission. In addition to Pre-K IMO Partnerships, potential new school, partnership, and programmatic school designs include:

- High rigor, high expectations college prep new schools and charter schools,
- Dual language and language immersion,
- STEM/STEAM models including a focus on computer science and programming
- Career and Technical pathways including a focus on petroleum engineering given the workforce links in region
- Expansion of dual enrollment opportunities with local higher education institutions

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| | Schedule #18—Equitable Access and Participation | | | |
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**No Barriers**

| # | No Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | ☒ | ☒ | ☒ |

**Barrier: Gender-Specific Bias**

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|---|---|---|---|---|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | ☐ | ☐ | ☐ |
| A02 | Provide staff development on eliminating gender bias | ☐ | ☐ | ☐ |
| A03 | Ensure strategies and materials used with students do not promote gender bias | ☐ | ☐ | ☐ |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | ☐ | ☐ | ☐ |
| A99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|---|---|---|
| B01 | Provide program information/materials in home language | ☐ | ☐ | ☐ |
| B02 | Provide interpreter/translator at program activities | ☐ | ☐ | ☐ |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | ☐ | ☐ | ☐ |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | ☐ | ☐ | ☐ |
| B05 | Develop/maintain community involvement/participation in program activities | ☐ | ☐ | ☐ |
| B06 | Provide staff development on effective teaching strategies for diverse populations | ☐ | ☐ | ☐ |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | ☐ | ☐ | ☐ |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | ☐ | ☐ | ☐ |
| B09 | Provide parenting training | ☐ | ☐ | ☐ |
| B10 | Provide a parent/family center | ☐ | ☐ | ☐ |
| B11 | Involve parents from a variety of backgrounds in decision making | ☐ | ☐ | ☐ |

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**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|---|---|---|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | ☐ | ☐ | ☐ |
| B13 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | ☐ | ☐ | ☐ |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | ☐ | ☐ | ☐ |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☐ |
| B18 | Coordinate with community centers/programs | ☐ | ☐ | ☐ |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | ☐ | ☐ | ☐ |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | ☐ | ☐ | ☐ |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | ☐ | ☐ | ☐ |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | ☐ | ☐ | ☐ |
| B99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Gang-Related Activities**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| C01 | Provide early intervention | ☐ | ☐ | ☐ |
| C02 | Provide counseling | ☐ | ☐ | ☐ |
| C03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| C04 | Provide flexibility in scheduling activities | ☐ | ☐ | ☐ |
| C05 | Recruit volunteers to assist in promoting gang-free communities | ☐ | ☐ | ☐ |
| C06 | Provide mentor program | ☐ | ☐ | ☐ |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☐ |

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**Barrier: Gang-Related Activities (cont.)**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| C08 | Provide community service programs/activities | ☐ | ☐ | ☐ |
| C09 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| C10 | Strengthen school/parent compacts | ☐ | ☐ | ☐ |
| C11 | Establish collaborations with law enforcement agencies | ☐ | ☐ | ☐ |
| C12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | ☐ | ☐ | ☐ |
| C99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Drug-Related Activities**

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| D01 | Provide early identification/intervention | ☐ | ☐ | ☐ |
| D02 | Provide counseling | ☐ | ☐ | ☐ |
| D03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | ☐ | ☐ | ☐ |
| D05 | Provide mentor program | ☐ | ☐ | ☐ |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☐ |
| D07 | Provide community service programs/activities | ☐ | ☐ | ☐ |
| D08 | Provide comprehensive health education programs | ☐ | ☐ | ☐ |
| D09 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| D10 | Establish school/parent compacts | ☐ | ☐ | ☐ |
| D11 | Develop/maintain community collaborations | ☐ | ☐ | ☐ |
| D12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | ☐ | ☐ | ☐ |
| D99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E01 | Provide early identification and intervention | ☐ | ☐ | ☐ |
| E02 | Provide program materials/information in Braille | ☐ | ☐ | ☐ |

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**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E03 | Provide program materials/information in large type | ☐ | ☐ | ☐ |
| E04 | Provide program materials/information in digital/audio formats | ☐ | ☐ | ☐ |
| E05 | Provide staff development on effective teaching strategies for visual impairment | ☐ | ☐ | ☐ |
| E06 | Provide training for parents | ☐ | ☐ | ☐ |
| E07 | Format materials/information published on the internet for ADA accessibility | ☐ | ☐ | ☐ |
| E99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Hearing Impairments**

| # | Strategies for Hearing Impairments | | | |
|---|---|---|---|---|
| F01 | Provide early identification and intervention | ☐ | ☐ | ☐ |
| F02 | Provide interpreters at program activities | ☐ | ☐ | ☐ |
| F03 | Provide captioned video material | ☐ | ☐ | ☐ |
| F04 | Provide program materials and information in visual format | ☐ | ☐ | ☐ |
| F05 | Use communication technology, such as TDD/relay | ☐ | ☐ | ☐ |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | ☐ | ☐ | ☐ |
| F07 | Provide training for parents | ☐ | ☐ | ☐ |
| F99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Learning Disabilities**

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|---|---|---|---|---|
| G01 | Provide early identification and intervention | ☐ | ☐ | ☐ |
| G02 | Expand tutorial/mentor programs | ☐ | ☐ | ☐ |
| G03 | Provide staff development in identification practices and effective teaching strategies | ☐ | ☐ | ☐ |
| G04 | Provide training for parents in early identification and intervention | ☐ | ☐ | ☐ |
| G99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Physical Disabilities or Constraints**

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|---|---|---|---|---|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | ☐ | ☐ | ☐ |
| H02 | Provide staff development on effective teaching strategies | ☐ | ☐ | ☐ |
| H03 | Provide training for parents | ☐ | ☐ | ☐ |
| H99 | Other (specify) | ☐ | ☐ | ☐ |

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**Barrier: Inaccessible Physical Structures**

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | ☐ | ☐ | ☐ |
| J02 | Ensure all physical structures are accessible | ☐ | ☐ | ☐ |
| J99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Absenteeism/Truancy**

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| K01 | Provide early identification/intervention | ☐ | ☐ | ☐ |
| K02 | Develop and implement a truancy intervention plan | ☐ | ☐ | ☐ |
| K03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| K04 | Recruit volunteers to assist in promoting school attendance | ☐ | ☐ | ☐ |
| K05 | Provide mentor program | ☐ | ☐ | ☐ |
| K06 | Provide before/after school recreational or educational activities | ☐ | ☐ | ☐ |
| K07 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| K08 | Strengthen school/parent compacts | ☐ | ☐ | ☐ |
| K09 | Develop/maintain community collaborations | ☐ | ☐ | ☐ |
| K10 | Coordinate with health and social services agencies | ☐ | ☐ | ☐ |
| K11 | Coordinate with the juvenile justice system | ☐ | ☐ | ☐ |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| K99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: High Mobility Rates**

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| L01 | Coordinate with social services agencies | ☐ | ☐ | ☐ |
| L02 | Establish collaborations with parents of highly mobile families | ☐ | ☐ | ☐ |
| L03 | Establish/maintain timely record transfer system | ☐ | ☐ | ☐ |
| L99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Support from Parents**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| M01 | Develop and implement a plan to increase support from parents | ☐ | ☐ | ☐ |
| M02 | Conduct home visits by staff | ☐ | ☐ | ☐ |

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**Barrier: Lack of Support from Parents (cont.)**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|---|---|---|
| M03 | Recruit volunteers to actively participate in school activities | ☐ | ☐ | ☐ |
| M04 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| M05 | Establish school/parent compacts | ☐ | ☐ | ☐ |
| M06 | Provide parenting training | ☐ | ☐ | ☐ |
| M07 | Provide a parent/family center | ☐ | ☐ | ☐ |
| M08 | Provide program materials/information in home language | ☐ | ☐ | ☐ |
| M09 | Involve parents from a variety of backgrounds in school decision making | ☐ | ☐ | ☐ |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☐ | ☐ |
| M11 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | ☐ | ☐ | ☐ |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☐ |
| M15 | Facilitate school health advisory councils four times a year | ☐ | ☐ | ☐ |
| M99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Shortage of Qualified Personnel**

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|---|---|---|---|---|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | ☐ | ☐ | ☐ |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | ☐ | ☐ | ☐ |
| N03 | Provide mentor program for new personnel | ☐ | ☐ | ☐ |
| N04 | Provide intern program for new personnel | ☐ | ☐ | ☐ |
| N05 | Provide an induction program for new personnel | ☐ | ☐ | ☐ |
| N06 | Provide professional development in a variety of formats for personnel | ☐ | ☐ | ☐ |
| N07 | Collaborate with colleges/universities with teacher preparation programs | ☐ | ☐ | ☐ |
| N99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | ☐ | ☐ | ☐ |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | ☐ | ☐ | ☐ |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|---|---|
| County-District Number or Vendor ID: 165901 | | Amendment number (for amendments only): | | |

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | ☐ | ☐ | ☐ |
| P99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Transportation to Program Activities**

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|---|---|---|---|---|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | ☐ | ☐ | ☐ |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☐ | ☐ |
| Q03 | Conduct program activities in community centers and other neighborhood locations | ☐ | ☐ | ☐ |
| Q99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Barriers**

| # | Strategies for Other Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier / Other strategy | ☐ | ☐ | ☐ |

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**OFFICE OF THE SUPERINTENDENT**

615 W. Missouri Avenue, Midland, Texas 79701
Office: 432.240.1002 | www.midlandisd.net

**Midland Independent School District**

May 25, 2018

Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

This letter is to express support for Midland ISD's Transformation Fund Innovative Management Organization (IMO) Partnership Planning Grant proposal. We are excited to develop a partnership with Midland College to plan during the 2018-19 school year for new strategies to improve school readiness for students in our community.

An IMO Pre-K Partnership is consistent with our district's transformation efforts outlined in **Midland on the Move**, especially the coherent focus on partnerships and targeted autonomy with accountability to improve outcomes for our students.

Please contact me at 432-240-1002 or orlando.riddick@midlandisd.net if I can provide additional information or support for the IMO Partnership Planning Grant proposal.

Sincerely,

Orlando Riddick
Superintendent

**MISSION: All students will graduate prepared and ready for college or career.**